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ABSTRACT

In an effort to establish priorities for long- and short-range planning, Palo Verde College (PVC) administered the Educational Testing Service's Community College Goals Inventory to all PVC faculty and administrators, 20 community residents, five trustees, and approximately 200 students. The inventory asked respondents to rate the importance of 105 goals both in terms of existing and ideal conditions. Three kinds of goals were considered: (1) outcome goals, relating to issues such as general education, intellectual orientation, lifelong learning, personal development, remedial preparation, and community services; (2) process goals, relating to issues such as student services, staff development, innovation, accessibility, and accountability; and (3) goals relating to college-specific problems, such as parking and child care services. Findings, based on responses from 12 instructors, 78 students, seven administrators, three trustees, and ten area residents, were analyzed to determine those areas with the highest discrepancy between existing and ideal conditions. The study report details the survey results and enumerates the activities undertaken by PVC with respect to the 19 areas that received high discrepancy ratings, including vocational preparation, counseling, humanism/altruism, effective management, on-campus access to upper-division study, secure parking, and basic skills instruction. (JP)

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USE OF THE COMMUNITY COLLEGE GOALS INVENTORY (CCGI) AS AN IMPETUS FOR CHANGE IN A RURAL COMMUNITY COLLEGE

A Paper Presented at Eleventh Annual Conference
California Association for Institutional Research
at San Francisco, California
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Margaret H. Arter
Dean of Instruction
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USE OF THE COMMUNITY COLLEGE GOALS INVENTORY (CCGI) AT PALO VERDE COLLEGE

Introduction

The Community College Goals Inventory (CCGI), published by Educational Testing Service, is an adaptation of the widely used Institutional Goals Inventory (IGI). It was developed in cooperation with the American Association of Community and Junior Colleges (AACJC) and became available for general use in 1979 after major field testing. It is designed to help community colleges define their educational goals, establish priorities among those goals, and give direction to their present and future planning. In early 1980 the administration and board of trustees of Palo Verde College chose the CCGI to assist in the determination of direction for the College in the decade ahead. The College, which began another third of a century in 1980, sought an assessment of specific needs and concerns of students, faculty, staff, trustees, and community.

Collection of Data

Three hundred and twenty-five inventories were secured from Educational Testing Service and distributed within the College and within the community. All full-time faculty, administration, all part-time faculty, twenty community members, five trustees, and approximately two hundred students received inventories. Distribution among students was planned to allow input of data from both day and evening students as well as full-time students and part-time students. The Dean of Student Personnel Services distributed inventories to all key student body officers and committee leaders. Inventories were distributed during April, 1980, and all data were collected by May, 1980. No attempts at follow-up with individuals surveyed were made as responses were anonymous. A coding key indicated that responses were returned from ten of the twenty community respondents receiving inventories. The president of the College personally called upon

community members and presented them a copy of the inventory explaining the need for the assessment of goals.

One hundred and thirty-four inventories were returned and processed by Educational Testing Service. Fifteen inventories were returned by faculty members, which had not been distributed to students. Student inventories were distributed through instructors in the classroom and were returned to the instructor or to the College administrative office. The processed responses totalled forty-one percent of the population inventoried.

The instrument. The CCGI consists of ninety statements of goals. Respondents indicate views of these goals on a five-point scale of importance, both as they exist (Is) and as respondents would like them to exist (Should Be). Approximately one half of the statements refer to outcome or substantive goals and the remainder relate to process goals. The local goal statements included by Palo Verde College were primarily process goals. Fifteen local goal statements, numbering 91 to 105 in the Inventory, were added which were related specifically to the College. Optional Information questions were also utilized in the inventory in relation to demographic data. Data were grouped dichotomously by sex. Additional Goal Statements and Optional Information Questions are listed in the appendix of this paper.

Analysis of Data

Responses from the inventories were grouped by Educational Testing Service in output documents for outcome goals relating to general education, intellectual orientation, lifelong learning, cultural/aesthetic awareness, personal development, humanism/altruism, vocational/technical preparation, developmental/remedial preparation, community services, and social criticism.

Process goals related to counseling and advising, student services, faculty/staff development, intellectual environment, innovation, college community, freedom, accessibility, effective management, and accountability.

Goal area summaries were presented rank ordered by "Is" means and "Should Be" means. Means and standard deviations were delineated. Discrepancy data between "Is" and "Should Be" were provided. Individual goal areas grouped by goal statements were provided in the output documents. Each goal statement was presented individually with a breakdown by percentage in the ranking of importance both in "Is" and "Should Be" categories. The same information was provided in output documents for local goal statements.

Results of the Inventory

Administration of the inventory would indicate that the "Is" and "Should Be" in such areas as developmental/remedial preparation, vocational/technical preparation, the college community, counseling and advising, the intellectual environment, community services, personal development, faculty/staff development, intellectual orientation, humanism/altruism, and effective management revealed discrepancywhich provided the basis for change in both process and outcome. Table 1 indicated goal area summaries rank ordered by "Is" and "Should Be" means.

The eleven goal areas revealing the highest discrepancies between "Is" and "Should Be"were the following:

College Community	1.30	Discrepancy in means
Intellectual Environment	1.25	
Vocational/Technical Preparation	1.11	
Developmental/Remedial Preparation	1.11	
Community Services	1.07	
Counseling and Advising	1.06	
Personal Development	1.05	
Humanism/Altruism	1.05	
Faculty/Staff Development	.96	
Intellectual Orientation	.94	
Effective Management	.94	

Table 1

Goal Area Summaries Rank Ordered
by "Is" and "Should Be" Means

"Is" Means	"Should Be" Means
General Education	General Education
Intellectual Orientation	Vocational/Technical Preparation
Lifelong Learning	Developmental/Remedial Preparation
Vocational/Technical Preparation	Intellectual Orientation
Personal Development	Personal Development
Accessibility	Counseling and Advising
Developmental/Remedial Preparation	College Community
Accountability	Lifelong Learning
Counseling and Advising	Accountability
Effective Management	Effective Management
Freedom	Faculty/Staff Development
Faculty/Staff Development	Humanism/Altruism
Student Services	Community Services
Humanism/Altruism	Intellectual Environment
College Community	Student Services
Community Services	Accessibility
Innovation	Innovation
Social Criticism	Freedom
Intellectual Environment	Social Criticism
Cultural/Aesthetic Awareness	Cultural/Aesthetic Awareness

Local goal statements revealing the highest discrepancies between "Is" and "Should Be" were the following:

On-campus access to upper-division study	1.70 discrepancy
Reserved, off-street, secure parking	1.61
Increased occupational programs	1.16
More comprehensive food service	1.07
Permanent student services center	1.05
Basic skills instruction	.94
Expanded computer capacity for instruction/ records	.94
Location of trade-technical programs on campus	.90

It might be noted that the highest recorded discrepancy in the inventory results was that of the availability of on-campus upper division study. In the breakdown of recorded discrepancy by sex, female respondents revealed a discrepancy of 1.91 between the "Is" and the "Should Be" in the availability of upper division instruction in the area. This must be understood in light of the geographic isolation of the College.

Local goal statements did not consistently support process as a means for achieving outcome. For example, the discrepancy of location of trade-technical programs on campus and the desire for increased occupational programs were not similar in magnitude. The latter discrepancy does support the CCGI goal area statements related to vocational/technical preparation.

Recommendations of the Study

The administration of the College reviewed the results of the administration ofthe inventory with concern for short-range and long-range planning which might arise as a consequence of setting goals for Palo Verde College in the decade ahead.

The results of the inventory were presented to the Board of Trustees and to the faculty of the College at the onset of the fall semester in August, 1980. Planning began for a course of action to make effective changes within the College.

EFFECTING CHANGE AT PALO VERDE COLLEGE

Resultant Action for Change in the College Community

Based upon the goal areas of the CCGI revealing the highest discrepancies, plans commenced in the early fall of 1980 to make effective changes, with a minimum of expense, to offer better support services to students, improved physical facilities, availability of upper-division courses in the community, improved registration and advising procedures, a broader range of occupational programs, and a more comprehensive food service. Specific objectives and actions followed goal area identification pinpointed by the CCGI administration.

Within a six-month period several visible changes had occurred, and other renovations and adjustments were under development for the current academic year and the forthcoming fiscal year of FY '82. Proposed changes were included in a mini master-plan document executed by the Office of the President to set a time-table for further action. The following specific changes reflected the goal areas receiving focus in the CCGI administration.

College Community. An atmosphere of trust and mutual respect began to build within the college campus and community because of a new openness evidenced by a new chief administrative officer. This new climate became evident in the greater community. The "stock" of the College rose among its various constituencies. Meetings were held with faculty and staff, as well as students, to air ideas and make mutual plans. The future of the College was discussed in almost every public forum available through the mechanism of the term of office of the new president. A new image was manifested by the College, which resulted in greater commitment of all components.

The objective to be realized in this area was to foster a climate of respect and of mutual commitment to the goals of the College.

Intellectual Environment. In order to establish the College as a center of cultural events for the community, long-term steps needed to be taken to enrich the College academic life. The Office of the Dean of Instruction was instrumental in securing a consultancy grant from the National Endowment for the Humanities, to begin in March 1981, to explore the enhancement of the quality of life both in formal and informal instruction within the College and in the greater activities of the community. The Office of the Dean of Instruction also cooperated through the Riverside Arts Foundation with other public and private agencies in the area to engage in planning for more intellectual and creative exchange in the community.

Vocational/Technical Preparation. In a modified version of the Delphi the Office of the President sought to assess specific career fields or college programs to meet the needs of students should funds be available for 1981-82. This planning document was received by full-time faculty and staff as well as trustees, and the results, compiled in January 1981, revealed that new fields such as expansions in the health sciences for medical records assistant, medical assistant; judicial aide, park and recreation aide, teacher aide, food service technology, and dietary aide technology were suggested. A ranking of first in needed career fields was accorded to the data process/management information systems area. Welding and metal technology was ranked third by respondents to this assessment.

Plans were made for adding a certificate program, introduced to the curriculum committee in February 1981, in data processing/management information systems to be delivered in the 1981-1982 academic year. The welding and metal technology program was to be expanded in the forthcoming academic year, and new

facilities were being made available for the fall 1981. This would allow more instructional stations for students. Plans were made for a certificate program in welding and metal technology to be added during the forthcoming academic year.

Short term courses in continuing education in agriculture, police science, and nursing were in the planning stages to attract additional students to the College who were already working in the community.

Developmental/Remedial Preparation. The objective of providing for assessment, counseling, and instruction in the basic skill areas had been realized as a critical need by the administration and staff of the College for the past two years. The needs assessment document emanating from the Office of the President placed further emphasis upon this area in citing it as an area for expansion. It ranked second as an area for additional staff and faculty should funds become available.

Renovations to the present physical site of the basic skills center were accomplished, and a full-time instructional aide was added in the fall 1981. Another full-time faculty member was planned through reallocation of professional personnel for the fall 1981. Further physical expansion of the basic skills learning center was planned for 1981-82 dependent upon funding. In the annual facilities plan to the Chancellor's Office, the learning resources center addition was cited as the primary need by the College.

Community Services. The College set the specific objective of encouraging participation of community groups in the College. In that no funds were available for a community services director since 1978 any and all programming had to be accomplished through current administration and faculty as a peripheral activities. Previously 20% of one faculty member's time had been devoted to operating a lyceum series, buth this was discontinued at the onset of the 1980-81 year because of budget restrictions. The availability of adult education funds for the 1980-81 academic

year meant that several groups which had previously had the benefit of group instruction and a community gathering place could be reinstated with a College affiliation. Primary among these groups was the local genealogical association which had been formed through the College adult education class. A conference was planned and carried forth from the local Child Development Center, to which all early childhood centers in the Valley were in attendance. Such events had not been organized in the immediate past. The outreach center at Ripley was reactivated with two classes, home economics and English as a Second Language. A class in parliamentary procedures for small groups brought together persons from numerous cultural and quasi-governmental groups in the community. The College became a learning center and an activity center.

A class in journalism was planned both in the fall and spring semesters for 1981-82 at the editorial offices of the local newspaper, which was to be taught by the editor. This was planned to bring the College and community in closer proximity.

A survey of upper-division course preferences was made through public agencies, a local school district, the local hospital, and service organizations. This provided input into higher educational needs and brought the College closer to the citizens it served.

For the first time in several years administrative officers and faculty visited with the local high school administration and faculty in a setting other than the typical career day one to explore ideas for increased articulation. Advanced placement course schedules were formulated to benefit both the College and the local high school. Special occupational program linkages were discussed in addition to the perfunctory R.A.V.E.C. (Regional Adult and Vocational Education Councils) meetings.

Community needs were being recognized and met in ways which did not entail heavy expenditures of funds, which were not available.

OPTIONAL INFORMATION QUESTIONS

Palo Verde College

Mark only one response for each question.

119. Race/Ethnic Origin

1. White
2. Black
3. Hispanic/Spanish Surname
4. Asian American/Pacific Islander
5. American Indian/ Alaskan Native

120. Annual Income - 1979

1. Under $3,000
2. $3,000 to $4,999
3. $5,000 to $7,499
4. $7,500 to $9,999
5. $10,000 to $14,999
6. $15,000 to $19,999
7. $20,000 to $24,999
8. $25,000 to $34,999
9. $35,000 to $44,999
10. $45,000 and up

121. For students only - Why did you decide to attend Palo Verde College?

1. Parents' influence
2. Friends' influence
3. Close to home
4. Financial limitations
5. Child care problems
6. Desired career program
7. Wanted transfer program for bachelor's degree
8. Courses for personal use
9. Could not find employment
10. Referred by a public agency such as Employment Development, Rehabilitative Services

122. For students only - College goal

1. Certificate
2. A.A. Degree
3. B.A./B.S. Degree
4. Courses for personal use
5. Retraining in specific occupation

123. Marital Status

1. Single - never married
2. Married
3. Divorced
4. Widowed
5. Separated

124. Parental Status (one response which best summarizes situation)

1. Do not have children of any age
2. Have children under six years of age.
3. Have children 6 to 13 years of age.
4. Have children 14 to 17 years "
5. Have children 18 to 24 years "
6. Have children over 25 years "

Counseling and Advising. The College set about to improve its academic, career, and personal counseling for students. A new academic advising system involving faculty and instructional areas was inaugurated in the fall 1980 for advising for the spring semester 1981. Previously all counseling had been accomplished through the Office of Student Personnel Services for a period of many years. Career services were improved by bringing together the Career Center and the Office of Student Personnel Services, including the Office of the Dean and the Office of Financial Aids. The Associate Dean of Occupational Education offered cooperative education programs which could lead to work experience and often permanent employment.

The physical plant renovations to centralize the services was of great assistance to the student in seeking services. A unified approach to counseling and advising was further improved by the addition of a night counselor four evenings a week. The counselor offered invidividual counseling and group counseling through a "College Success Seminar." During the spring semester, 1981, a nighttime orientation class was offered for the first time. This plan was to be followed again in the fall 1981. While the course was mandatory for entering daytime students, the evening student had never been offered this service previously.

Personal Development. The College objectives for reaching the goal of increased self-worth among students were long-range in nature. They were to be provided by expanded and improved student services and through exploring with faculty through in-service development programs ways to improve relationships with students. Faculty development programming for several years in advance would focus on these long-range areas along with continued student services focus. A special grant application was completed in early 1981 to assist

Hispanic women in higher education and career opportunities. Special counseling with the women students and families, particularly dominant male members, was to be utilized in the grant to improve self-worth and self confidence in this particular student group, who experienced a poor retention rate on completion of college programs. If such a program were funded, it would operate over a two-year period and be implemented within the counseling program on a regular basis for the long-term period.

Humanism/Altruism. The administration and faculty of the College set this goal achievement as long-term in the isolated community. The development of such values as human understanding were to be achieved not as targeted objectives but rather as ancillary benefits of other major projects. A course in ethics entitled, "Contemporary Moral Issues," was taught at the College for the first time. The class had a healthy enrollment, and offered a forum for diverse viewpoints on major human issues and concerns of the current space of time. It was planned to offer the course on a two-year sequence of scheduling to allow the College a means of reflecting dialogue on this goal area.

Faculty/Staff Development. Although efforts had been made just prior to the administration of the CCGI to engage the faculty in professional development activities, these had proved only partially successful with the faculty. Participation had not included the total faculty. With the onset of the new academic year 1980-81, a specific objective of all-faculty participation had been set. Faculty development activities were centered within a few hours of time at a regularly scheduled faculty meeting, rather than a day-long or two-day-long workshop. These appeared to be more favorably received.

The adopted calendar for the 1981-82 academic year reflected for the first time, faculty in-service days set aside in a period between academic semesters. This was at the suggestion of the new president and was subject to collective

bargaining negotiations.

Intellectual Orientation. The College faculty and administration were in agreement that the intellectual climate of the College needed improvement and sought specific means for achieving this outcome goal. An objective to be realized over the next several years was the academic tutorial concept as part of the overall Learning Resources Center. While the Center concentrated during the 1980-81 academic year upon basic skill instruction, plans were made to foster outside the classroom and laboratory a means to achieve self-directed learning. The first instructional area to utilize the Center for the supplementary assistance as an academic tutorial center was the life sciences area. While the instructional area was already individualized, it was to be expanded in an all-College concept through use of the Learning Resources Center to build learning skills in the scientific method of inquiry and evaluation. Various media, including computerized instruction and testing, were to be utilized in future planning.

Effective Management. The College addressed itself to the improvement of the management of the institution, a process goal, through engaging in a mini-master planning process, already mentioned. This involved all full-time faculty and staff. Concurrently the curriculum and college programs were reviewed with extensive faculty input with suggestions for deletion, revision, and mounting of new programs for the future, particularly career programs. Joint decision-making was employed whenever possible with both faculty and staff. Board members were asked to join in both assessment and planning efforts. Staffing and facilities planning were particularly affected for 1981-82 by the output of these planning efforts.

ACTION BASED UPON LOCAL GOAL STATEMENTS

The local goal statements which were included with the inventory were in some instances repetitive of CCGI goal statements; however being stated in specific local terms, the case for change was implied in an even stronger suggestion to the respondent. The local goal statements evidenced higher discrepancies than the inventory's original goal statements. Upon analysis of the Summary Data Report of the CCGI, the College took immediate action to begin planning for specific objectives to translate the goals into action during the current academic year.

On-Campus Access to Upper-division Study. Correspondence and telephone contact began in the early fall 1980 to determine the feasibility of setting specific objectives and time-lines for the offering of upper-division study leading to bachelors' degrees and possible graduate study leading to masters' degrees with representative campuses of the California State University and Colleges System.

Information on specific programs was exchanged, and planning began for possible instructional delivery systems, including direct instruction with CSUC faculty, use of Palo Verde College faculty, closed circuit television instruction with a mentor, and other possible methods of delivery. A survey of potential students was made in January 1981, and results are currently being compiled into a report indicating specific programs indicated by potential users to be of service to educational and career planning. Two member institutions of the CSUC System, San Diego State University, Calexico Campus, and California State College, San Bernardino,were involved in planning for higher education delivery in the Palo Verde Valley. Currently one private institution is offering an external degree program in the Valley area. Planning was targeting fall 1981 as the starting date for instruction with perhaps one or two courses from each institution in a sequenced program leading to a degree.

Reserved, Off-street, Secure Parking. A specific goal was set for immediate action in improving lighting in the student parking lot adjacent to the College. Bids were taken on paving of the lot. A part-time security officer was hired to insure safety of vehicles during the evening hours. These immediate improvements were evident to students and the greater community. Long-term objectives were set for maintenance of the lot.

Increased Occupational Programs. The specific objectives which had been reiterated for the CCGI Goal Statement of "Vocational/Technical Preparation" were utilized for translating the local goal statement into action.

More Comprehensive Food Service. The administration of the College in coordination with the Associated Student Body moved quickly during the fall 1981 to meet an immediate objective of a student lounge with food service available day and evening. This was made possible by the use of student government funds in furnishing a lounge with a small snack bar in what had been a former physical education facility. Income was to be realized by the students in the operation of vending machines. Snack bar attendants were hired by the association. This facility was made possible by centralizing the student services function in a new location in the College and releasing alternate space. Effective facilities management resulted in realization of a process goal.

Permanent Student Services Center. The process of goal of "Counseling and Advising" provided the base for the impetus to change in the permanent student services center. The facilities moves described above were instrumental in the realization of this goal and the provision for students for special support services located in an easy-to-reach center.

Basic Skills Instruction. The specific goal of the College under the CCGI Goal Statement of "Developmental/Remedial Preparation" were realized for this local goal statement. Those steps described above to accomplish this goal by specific objectives can be emphasized. The discrepancy of the local goal statement and the CCGI goal statement indicate consistent recognition of the problem of basic skills instruction within the College as related to the "Is" and the "Should Be".

Expanded Computer Capacity for Instruction/Records. Monies had been allocated during the current fiscal year for programmed instruction and several small terminals for instruction in the business area and possibly the science area. This local goal area further established the need to carry out the immediate objective of having the terminals operative and the instructional program underway during the spring semester 1981. Further planning in the vocational/technical area would bring about earmarked funding for equipment to accomplish specific objectives.

Location of Trade-technical Programs on Campus. A short-term objective was set by the administration to relocate the present vocational center, which is off campus, to a new locale. Funding was not available for a permanent structure on-campus. Long-term planning was in order for a permanent campus home for this structure.

Summary

The results of the administration of the Community College Goals Inventory were translated into action which was evident to the academic community of Palo Verde College and its greater community.

APPENDIX

PALO VERDE COMMUNITY COLLEGE DISTRICT
811 West Chanslorway
Blythe, California 92225
Telephone (714) 922-6168

OFFICE OF THE SUPERINTENDENT/PRESIDENT

April 11, 1980

MEMORANDUM

George W. Pennell
Superintendent/President

TO: Students of Palo Verde College

FROM: George W. Pennell, Superintendent/President

RE: Community College Goals Inventory (CCGI)

* *

You are being asked to participate in a very important assessment of specific needs and concerns of Palo Verde College over the next ten years. Your opinions are valued. Please fill out the attached inventory with care; it will take you about 45 minutes. Use a soft pencil.

If you have completed a CCGI Inventory in another class, do not fill in another one.

Additional Goal Statements and Optional Information are included in the two inserted sheets. These pertain specifically to Palo Verde College. Be sure to complete them too.

If you need extra forms for another student, please contact the Administrative office. Please return the CCGI to your instructor or the College Administrative Office by Wednesday, April 30, 1980.

Your input in assisting your local community college to plan its future is appreciated.

PALO VERDE COMMUNITY COLLEGE DISTRICT

811 West Chanslorway
Blythe, California 92225
Telephone (714) 922-6168

OFFICE OF THE SUPERINTENDENT/PRESIDENT

TO: Faculty, Staff, Community Respondents

FROM: George Pennell
President/Superintendent

DATE: April 14, 1980

SUBJECT: Community College Goals Inventory at Palo Verde College

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Palo Verde College is requesting that you complete a copy of the Community College Goals Inventory (CCGI) which is attached. This inventory will assist the college in addressing its specific needs and concerns over the next decade. Palo Verde College is a third of a century old, and it is time to reassess its direction. The inventory is completely confidential and will take about 45 minutes to complete.

Use a soft lead pencil to complete the inventory. The two inserted sheets are the local goal statements and optional information for items 91 to 124. Be sure to complete them, too.

Please return the CCGI to the College Administration Office by April 30, 1980. If you wish to have a college representative stop by, please call 922-6168 to let us know when this is convenient.

Your input in assisting your local community college to plan its future is appreciated.

tn

ADDITIONAL GOAL STATEMENTS

Palo Verde College

Respond to these goal statements on Page ten of the Inventory. Use the same answer key as for the previous items, that is the first 90 items.

91. to provide reserved off-street secure parking for students, staff, and visitors.

92. to offer instruction to students lacking basic skills, such as basic arithmetic, spelling, writing, and reading.

93. to offer instruction in English as a second language.

94. to recruit international students.

95. to charge tuition to California residents to attend Palo Verde College.

96. to build a permanent location for a student service activities, counseling, financial aid, and bookstore.

97. to implement a more comprehensive food service facility for day and evening students.

98. to build a new campus for Palo Verde College at a new site.

99. to locate trade-technical programs in a new building on or close to the campus.

100. to continue planning for a comprehensive program in agriculture and agri-business.

101. to provide a child development center and/or a child care center on or adjacent to the campus.

102. to provide on-campus access to upper division study through coordination with a four-year college or university granting bachelor's degrees.

103. to increase the number of occupational programs available to local students.

104. to expand computer capacity for both instructional programming at terminals as well as increased access for fiscal and student records.

105. to build a new gymnasium to offer additional recreational/athletic programs.

SKIP ITEMS 106 to 110.

GO TO ITEM 111 on Page 11. ANSWER ITEMS 111 to 117 AS GIVEN IN INVENTORY.

NEXT GO TO ITEM 118.

Use <u>one</u> response only for Item 118. Mark "one" (1) if you are female
Mark "two" (2) if you are male.

NEXT GO TO OPTIONAL INFORMATION QUESTIONS 119 to 124.

FACT SHEET ON ADMINISTRATION OF CCGI

PALO VERDE COLLEGE

RESPONDENTS BY DESCRIPTION: (134 Respondents)	9%	Faculty (12)
	58%	Students (78)
	5%	Administrators (7)
	2%	Trustees (3)
	10%	Off-Campus Community (13)
	3%	Other (4)
	13%	Omits (17)
	100%	
SEX OF RESPONDENT:	50%	Female (67)
	24%	Male (32)
	25%	No subgroup (33)
	100%	
AGE OF RESPONDENTS:	10%	Under 20
	27%	21-29 Years
	16%	30-39 Years
	10%	40-49 Years
	18%	50-59 Years
	50%	Over 60 Years
	13%	Omits
	100%	
STUDENT ENROLLMENT STATUS:	20%	Full-Time Day
	10%	Part-Time Day
	5%	Full-Time Evening
	24%	Part-Time Evening
	4%	Non-Credit
	37%	Omits
	100%	
RACE-ETHNIC ORIGIN OF RESPONDENTS:	64%	White
	2%	Black
	13%	Hispanic
	2%	Asian American/Pacific Islander
	2%	American Indian/Alaskan Native
	16%	Omits
	100%	
REASON FOR STUDENT ATTENDANCE:	2%	Parents' Influence
	4%	Friends' Influence
	13%	Close to Home
	4%	Financial Limitations
	13%	Desired a Career Program
	6%	Wanted Transfer for Bachelor's Degree
	15%	Courses for Personal Use
	1%	Referrals Public Agency
	42%	Omits
	100%	
STUDENTS" COLLEGE GOAL:	4%	Certificate
	15%	AA Degree
	19%	BA/BS Degree
	16%	Courses for Personal Use
	5%	Occupational Training
	40%	Omits
	100%	

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